Short Response Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3-Point Response | 2-Point Response | 1-Point Response |
| Claims | All evidence in the response is text based and supports the claim.  | Some evidence provided is irrelevant and does not support the claim.  | There is no relevant evidence from the text to support the claim.  |
| Paragraph Construction | The paragraph includes a claim statement, two details with supporting evidence from the brainstorming sheet, and a conclusion sentence.  | The paragraph includes correct information from the brainstorming sheet, but is missing either a claim statement or a conclusion sentence.  | The paragraph is missing both the claim statement and the conclusion sentence and is missing supporting evidence.  |
| Evidence | Includes relevant and sufficient textual evidence from the story to develop your response. Provides at least two example to support the answer. | Includes some relevant facts, definitions, concrete details, or other information from the text to develop an analysis of text. Only provides one example to support the answer. | The response includes no evidence from the text.  |
| Mechanics | Uses complete sentences where errors do not impact readability, also there are no grammatical, punctuation or spelling errors.  | Includes incomplete sentences. A few (less than eight) grammatical, punctuation, and spelling errors.  | The response illegible. Many (8 or more) grammatical, punctuation and spelling errors.  |
| Writing process steps 1, 2 and 3  | Completed reading the question, circling unknown vocabulary words, underlining important key words or phrases. The question has been restated as a claim. | Partially completed reading the question, circling unknown vocabulary words, underlining important key words or phrases. The question has been restated as a claim | Did not complete reading the question, circling unknown vocabulary words, underlining important key words or phrases. The question was not restated as a claim.  |
| Writing process step 4 | Each paragraph has been numbered. Gist of each paragraph is complete, any unknown words or phrases have been identified.  | Only some paragraphs are numbered. Gist for all paragraphs are not completed, not all unknown words or phrases are identified.  | No paragraphs are numbered. Gist for paragraphs were not found. No unknown words or phrases were identified.  |
| Writing process step 5  | Brainstorming organizer is complete. The claim has a minimum of 2 pieces of supporting evidence from the text. | Brainstorming organizer is partially complete. The claim has only 1 piece of supporting evidence from the text. | Brainstorming organizer is incomplete. The claim is not included or does not contain any supporting evidence from the text.  |
| Writing process step 6 | Evidence given in step three and five are organized in a logical claim statement with the supporting evidence from the text.  | Evidence given in step three and five are partially organized in a logical claim statement with some supporting evidence from the text. | Evidence given in step three and five are unorganized in a claim statement or claim statement in not included.  |
| Writing process step 7 | Response from evidence that was brainstormed and organized strategically repeating key words from the claim statement throughout the writing.  | Half of response from evidence that was brainstormed and organized strategically repeating key words from the claim statement throughout the writing.  | Less than half or none of response from evidence that was brainstormed and organized strategically repeating key words from the claim throughout the writing.  |
| Writing process step 8 | Self-evaluation of rubric completed. | Self-evaluation of rubric partially completed. | Self-evaluation of rubric uncompleted. |
| Writing process step 9 | Final copy completed, along with all supporting materials included.  | Final copy completed along with some supporting materials included. | Final copy not completed and/or no supporting materials included.  |

Student score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_